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The Editors Say:

Several years ago one of our Advisory Editors offered the suggestion that we give less space to what he called "arm chair essays" and more space to telling what school people are actually doing that is unusual and constructive. While we have never quite ceased to be grateful for that suggestion and have probably been influenced by it more than we ourselves have realized, we nevertheless believe there should be room in a periodical of education for occasional "arm chair essays," provided they are well thought out and pertinent.

▼

The present issue brings you a certain amount of theory—whether developed in an arm chair or in some class room or on a golf course does not matter. It also brings you some first rate "how" and "what" material. In fact this particular May issue has turned out more "howish" than we anticipated when we commenced to assemble its parts.

During the summer many of you will have the time and—we hope—the inclination to put some of your thoughts and experiences on paper for the benefit of others. We shall appreciate an opportunity to pass upon any of this material with an eye to judging its interest for our readers. If any of you are not clear as to whether a given topic would suit our needs, do not hesitate to ask us in advance. We are always pleased to hear what our readers are up to and what they would like to write about or have some one else write about. If you have not already broken the imaginary ice outside an editor's office, a letter, a telephone call or a call in person will find the ice quite non-existent here. Try it. Six Park Street, Boston, hereby extends an invitation to you.

▼

By the way—ah—er—have you renewed your subscription lately? Remittances at this time of year are especially welcome.

Contents:

EDITORIALS: 141
"A Smart Man's War"
Sailors' Arithmetic
Corregidor and Madagascar
Air-Conditioning Young Men
Constructive Revolution
Values Revalued
Experience Plus
A Contributor Retires

HISTORY—FOR FACTS OR WISDOM — Arthur Adams 143

SHOULD JOHNNIE BE PROMOTED? — Harry E. Bucklen 144

FOR LIBERTY: A LIBERAL EDUCATION — Robert S. Clifton 145

EDUCATING FOR A POST-WAR WORLD — Helen Waltermire 147

THESE RATS SPREAD HEALTH — J. R. Spencer and G. N. Woodruff 148

WAR-TIME PROJECTS IN ONE SCHOOL — Andrew Bella 149

PUPILS AS MAGAZINE READERS — G. M. Relyea 151

FOURTH GRADE HAS A SPEECH CHOIR — Holger Anderson and Inez Elliott Anderson 152

LOCAL HISTORY AND MORALE — Charles William Heathcote 154

I MAY BE RIGHT—I MAY BE WRONG — W. C. McGinnis 155

IT SEEMS TO ME — Byron C. Kirby 155

ALL IN THE DAY'S WORK — Everett V. Perkins 156

IMPORTANT MEETINGS 160

THE NEWS DIGEST 157

GRINS BETWEEN GRINDS 160

MEET THESE NEW BOOKS 161

TEXTBOOK TOPICS 162

BOOKS FOR TODAY

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Editorials

"A Smart Man's War"

Chief of War Production Donald Nelson said recently, "This is neither an old man's war nor a young man's war. It is a smart man's war."

Clearly it has been "a smart man's war," so far as the Axis is concerned. Those who involved the world in its present mess will not turn out to have been wise or intelligent when the score is finally totted up. But they were ingenious, devilishly acute and clever. They laid their plans as only smart men can. They neglected no part of the world. They overlooked no act of political intrigue, no type of military mechanism. They schemed. They organized. They lied. They softened peoples and divided them. They got the jump on all of us.

Where, in the meantime, was the smartness in the democratic countries?

What our side has lost through being outsmarted at the start will take all the smartness, all the energy, all the sacrifice that we can muster to regain.

Sailors' Arithmetic

Most of the applicants for admission to the United States Navy are found to be deficient in arithmetic, and this deficiency has to be overcome before they can hope to advance very far in that arm of the service.

So declares Lyttleton B. P. Gould, special assistant to the chief of the bureau of navigation, which has charge of recruiting for the navy.

It has never been a secret that arithmetic and other branches of mathematics are essential for advancement in the navy. Gunnery and navigation, radio and mechanics all demand rapid and accurate skill in figuring. The reason this fact has not stimulated the interest of American school boys in arithmetic heretofore is that only a very small percentage of them ever expected to be sailors. Today thousands of our young men are answering their country's call to fight at sea, and for most of these the navy's simple test in fractions, decimals, percentage and square root is proving a stumbling block. No doubt their younger brothers and cousins will find in this a fresh incentive for going after arithmetic with vigor.

To education itself, the naval man's complaint carries something of an indictment.

We may dismiss it with a shrug and a flip retort that such charges are old stuff, or we may be frank to admit that instruction in the third "R" still remains one of the weak spots in our elementary schools.

How to make arithmetic clear and implant its essential principles so firmly they will always be remembered and ready for use has never been an easy matter for even the best of teachers. And quite a number of teachers are far below the best, particularly in arithmetic.

The navy's complaint about arithmetic may well be taken as a challenge to both pupil and teacher.

Corregidor and Madagascar

For five long months a poorly equipped, vastly outnumbered band of American and Filipino troops defied their Japanese assailants at Corregidor. Only at the end of human endurance did they surrender.

Hardly had Corregidor's fall been registered when news came of a formidable British fleet and air force off Diego Suarez, Madagascar. Here French defenders, though faced with heavy odds, might have held out many weeks—but they surrendered after only a few hours' fighting.

Why the difference in these two pictures?

The obvious answer is that the Frenchmen had little heart in the matter. They were acting under orders from a Vichy government pledged to collaboration with the Axis, but they had no desire to die for Hitler.

In the seizure at Madagascar the United Nations scored a swift success in an important strategic move.

Madagascar is no offset to Corregidor. It may, however, help to prevent further losses and eventually turn the tide toward victory in the theater of war "down under."

Air-Conditioning Young America

School children of the nation have been asked by their government to build 500,000 miniature airplanes, each a facsimile-to-scale of an allied or enemy plane. The pupils are working enthusiastically to complete this big "war order" by the end of June. These tiny models will be used to instruct men in the armed forces as well as civilian spotters regarding 50 types of planes they should be able to recognize on the instant.

Thus the pupils in the schools are already vying with the teachers in the amount of free service given to Uncle Sam. Some one has estimated that the teachers, in sugar rationing alone, have con-

tributed some 6,000,000 hours that would otherwise have cost the government a substantial sum of money. No doubt an equal amount of time will be given by the youngsters in this airplane manufacturing activity.

To do something directly for one's government is not only to learn whatever there is to learn from the experience itself but also to become more interested in the nation's needs and problems, and so a better citizen.

In the case of the children and their model planes, the government admits there is a purpose beyond that of procuring the little planes or even getting the children interested in their government. That purpose is to "air condition" the minds of the boys and girls. The Civil Aeronautics Administration, in conjunction with the Office of Education and other agencies, is organizing a program of aviation courses in high and elementary schools this summer. It is no longer enough to have length, breadth, and depth to education. It must have height as well.

Airplanes have made this war the most devastating in all of human history. But airplanes are bound to play an enormous part in civilian life after the war is over—and today's children will need to be air-minded and air-intelligent.

Constructive Revolution

Our association with Russia in a common war effort is producing—we may as well use the right name—revolutions. These revolutions are mainly psychological. Yet they are sweeping and significant. And they are taking place not only in the United States and other allied countries but in the Soviet Union itself.

All of us remember a time when the Reds were striving to overcome two centuries of industrial backwardness through prodigious exertions under a five-year-plan and a four-year-plan. Many of us took pleasure in noting the weak spots in the program and the reported hollowness of the results. Today, on the other hand, we find ourselves amazed and admiring, as we realize that the Reds have managed in a few short years to build up an industrial system that could bring Hitler's huge war machine to a halt. We are glad now that the Soviets learned so well to build and operate machinery.

If Joseph Stalin means what he says, there has also been a revolution in his own way of thinking about Britain and the United States. He no longer denounces these nations as plutocracies that plunder the workingman. Instead he appreciates their help. United States Ambassador Standley reports a most friendly atmosphere at the Kremlin where once the diplomatic air was frosty as a Russian winter.

Revolution has also taken place in the Communistic "party line." May Day was celebrated this year by Communists in America as a day of hard work for the defeat of Hitler. What such reversals will mean to after-war relationships, no one knows. Revolutionized sentiments such as now flow between our land and that of the Russians are good while they last and they may develop into a better understanding that can prevent many of the dire consequences once feared from a victory shared by the Reds.

A Contributor Retires

Journal readers will be as regretful as were the editors themselves to learn that an important feature of this magazine for the past six years—namely, "All in the Day's Work" by Everett V. Perkins—comes to an end with this month's issue. Mr. Perkins is retiring from the position he has filled so excellently as head of Cony High School in Augusta, Maine, and is thus concluding his career as a school administrator. If he were to go on contributing under the same caption, "All in the Day's Work," there is no telling what might turn up—for his new work will be largely that of a farmer on his old homestead in Vermont.

The short essays that have come each month from the mind and heart of Everett Perkins have been gems of schoolmasterly thinking. They have dealt constructively with everyday matters, but they have revealed vision, human sympathy, good sportsmanship and a hundred other merits of the man himself.

This publication has had many loyal, helpful friends, among whom high rank must be given to Everett Perkins. May he not only live "long and prosper," but may he find continuing opportunities to "'keep up the fight for a better world," as one of his graduates so well put it, and as he, himself, intends to do.

It has been a great pleasure to the Journal's editors to have Mr. Perkins's splendid collaboration.

Experience Plus

Experience does not of itself teach the most important lessons with a thoroughness to make them stick. People have learned from experience that wars do not pay, but they go on having them. Experience needs to be studied in all its significance and the principles thus discovered must then be put into operation. This is education.

Values Revalued

The more our daily lives are restricted by war conditions and regulations, the clearer it becomes to us that we have had a distorted sense of values. By finding that we can get along with less rubber, less gasoline, less sugar and less leeway in spending money as we please, we begin to see that mere *things* have monopolized too much of our attention.

History—For Facts or Wisdom?

"The true historian is the man who seeks to understand the meaning of the past and to use that comprehension in the present."

ARTHUR ADAMS
Lincoln, Nebraska

IS HISTORY to be studied for the facts that are to be gained, for the knowledge that is to be won, or for the wisdom that may be achieved? I believe that the latter is the only true end; in history, we work for wisdom.

Facts, dates, the names of men, and the names of places are quite useless except when one is impressing others with one's own knowledge by reciting names of generals and wars; by the use of facts and dates, it is true, you may impress the very naive, and this is a value of sorts—certainly not the chief value of historical study.

Also, knowledge, the possession of well-ordered funds of facts and figures, is in itself relatively useless. Teachers, of course, may find that their duty is to teach knowledge, that is, to present facts; but they will also discover that by merely regurgitating the undigested facts they have only recently forced themselves to swallow, they fail to accomplish the highest aim of history.

The idea behind all fact-gathering in the field of history is, of course, the expectation that the student will come to understand the significance of his studies. The mere acquisition of knowledge has little meaning except perhaps in the fields of vocational-training where one learns arithmetic in order to compute the value of hogs, where one learns the rules of physics in order to heat one's house more efficiently, where one studies calculus in order to get a job testing dynamos. In such work the acquisition of the data is the end product of the learning process; but in history, the end-product lies far beyond a knowledge of the meaning of the date 1066.

Occasionally, some of those who teach history forget the purpose of their work; because their professional function is the dissemination of factual material upon which to base one's thinking, they become overburdened with the facts; they come to the conclusion that the facts which they ferret out and systematize are the reasons for historical study, and they are quite wrong. Basically, the teaching habit, in history, is a perversion of the study of history, for the teacher while he performs this function of teaching has ceased to become an historian. He seeks now, not the wisdom to be gained from the comprehension of men and events, but the lucre to be gained from information sold in certain quantities *as information*. The true historian is the man who seeks to understand the meaning of the past and to use that comprehension in the present.

It is not unnatural at all that the history *professor* should find himself a victim of perversion of the study of history. His business, the business by which he lives, is the purveyance of facts from the research he has done, to the student; but this very process serves to pervert the study of history for the student. The fact-purveying professor tends to put emphasis upon facts; history becomes to him the collection and arrangement of facts, the classification of facts; and he tends to demand that the student, too, pay attention only to facts. Consequently, in many history courses, as in several other *humanities*, the student subjects himself to intensive, prolonged periods of accretion. He absorbs various odds and ends of information, and never questions their significance. The bone-dry absorptive process continues, disconnected from life and from meaning, and the result is knowledge without wisdom; we discover that history courses are given in order to teach future history-teachers, not to impart the wisdom that should be the end of historical study.

The seriousness of the above truth is seen when we begin to realize the important difference between knowledge and wisdom. *Knowledge* is the acquaintance with, or clear perception of facts; *wisdom* denotes a capacity of judging soundly and dealing broadly with facts, especially in their practical relations to life and conduct; it often implies depth of insight or ripeness of experience. Now the nature of his function as a professor of history often prevents the teacher from applying his knowledge to life and conduct. He is, as we said above, a fact-purveyor. Here is a quandary: Historical knowledge is useful only to the teacher of history; but historical wisdom is the only valuable thing to be derived from the study of history by students who are not to become history teachers; how then may a teacher who presents history as information, whose business is to present information, teach also the wisdom that is to be gained from history, or the methods of relating historical knowledge to life and conduct? The answer, I believe, is that the history professor must at every opportunity link his facts with life; he must at every opportunity connect his information, digest his facts and be able to give not only the facts but also the broad meaning of the facts. Also, he must do everything in his power to teach his students to *think historically*; he must en-

courage the student to think, to tie his newly-gained information in with his slowly-growing world-view; he must help the student to regard the facts he has learned as living and significant things which can be useful to him if he will but use them. Under no circumstances ought the teacher to prevent his students from interpreting the facts, no matter how inadequately or incorrectly they proceed. His real and important job is to give them sound judgment, to make it possible for them to use their knowledge and thus to make wisdom of it. He must teach them to use the information he gives to them, to test their conclusions, and thus to come to a comprehension of life and the world which is, ideally, the end product of a study of the *humanities*; and, if he refuses to allow them to play with their knowledge, to experiment with it, to learn to use it, and to make their judgment good by repeated, tentative interpretations, he has failed to teach *history*.

What is the great value of historical wisdom? We have seen that historical knowledge has little value unless it is transformed into wisdom; that is, the chief use of historical knowledge, as knowledge, *is as a means of gaining a livelihood* by men who hold their knowledge as a vendible commodity. There may, too, be some value in the process of accretion by memory of countless, minute facts by the student. If this is true, the value is very small; only a fraction of the true value of historical study has been realized. Wisdom is the desirable end. But why?

Few subjects are pursued as ends in themselves. We find that the reason for the great scholarship of the medieval scholars was not that they merely wanted to know, but that they believed the man who was all-wise had achieved an understanding of God and his universe. The purpose of these medieval Christian scholars whose love of knowledge has been unrivaled, was to gain saintliness. The wise man was the Godly man, the man of God. In modern times, the goals we pursue through the acquirement of knowledge are indeed much more secular, but they are just as concrete. We do not pursue knowledge because of any value in itself; rather we gain knowledge for the wisdom it will give us, and our wisdom has a host of values.

The statesman, upon whose judgment the fate of whole peoples depend, must know a thousand things, and he must be able to interpret his information wisely; his knowledge without the ability to make sound judgments would be worse than useless—unless he were to teach history. Likewise, the man-on-the-street who is unable to understand the relation of history with current events, is only half aware of the significance of those same current events; if he is unable to draw analogies from his knowledge of history which aid him in understanding the present, his knowledge is useless. If a man reads Tacitus, Procopius, Gregory of Tours, and Gibbon and Buckle and Ranke without learning more than he knew about living and thinking, then his study might just as well have been time spent in his garden; and, if he did not gain an insight into the nature of man, the nature of politics, and government and religion, and science, and philosophy, if he did not gain new understanding of how best to deal with his own associates, with politics, and government, and religion and science and philosophy, then the study of history would be indeed quite useless. The fact that men do gain wisdom in their own dealings from the study of the conduct and events of other men's lives, proves, I think, that the study of history is immensely valuable, provided, of course, that men derive wisdom from their study, in other words, provided that men use their knowledge.

Should Johnnie Be Promoted?

By HARRY E. BUCKLEN
State Teachers College, Bemidji, Minnesota

MANY things should be taken into consideration when deciding whether or not a child should advance to a higher grade level. Has he developed to the best of his ability? Will he fit in with the new group socially? Does he agree with the group physically and emotionally?

Let's take the case of Johnny. We all have Johnnies in our schools. His parents are very poor. They have had only a fourth grade education between them. The farm home is small, dark, dingy, filthy. Johnny receives no guidance of any kind at home. He loves to hunt and fish, but he dislikes—that's too tame—he hates school with a capital H.

Johnny, so the intelligency tests and achievement tests inform us, has an I.Q. of eighty and the achievement of a second grade pupil. Through hook or crook, however, he has managed to reach the seventh grade. But not without scars of the battle. He has no confidence in his own ability to accomplish even the simplest of school chores. He has been made fun of by classmates, and he has been nagged and berated by teachers. He hates school.

The teacher in the seventh grade talks with Johnny. She knows him—likes him—respects him as an individual. But she realizes that Johnny is not able to learn by reading. And reading, after all, is the means by which most students still learn. The teacher, recognizing that Johnny will never leave the farm, that he has accomplished only second grade skills, but also recognizing and weighing his physical maturity and emotional make-up, decides to let Johnny work at the things he can do. She decides to let him learn by doing, not by reading. She makes it a point to see that he

succeeds in almost everything he attempts. And, at the end of the year, she promotes Johnny to the eighth grade.

But, like an ogre from the depths of the ocean, steps into the picture none other than the eighth grade teacher. Can Johnny read? No. Can Johnny do arithmetic? No. Can Johnny write? No. Then, says the eighth grade teacher, we don't want Johnny in the eighth grade!

But we say Johnny should be promoted. He has succeeded in at least a few little jobs in the seventh grade. He is encouraged, and he may even be beginning to think there is some good in him after all. School has been fun. He has had a big time at the parties and picnics. On the other hand, staying two years in the same grade will make Johnny bitter, sullen, morose, and a discipline problem. He will learn nothing more by repeating a grade. He even admits that he will quit school at the end of his eighth year and go back to work on the farm. The law says he may. He will never attend high school.

▼

Let's make Johnny's few years in school happy years. Years he will be able to look back to with a smile on his face and friendliness in his heart. Let's help him remember that day he was able to report to the class on a topic about which none of the others in the class knew a thing. *That* was a triumph for Johnny!

For Liberty: A Liberal Education

ROBERT S. CLIFTON
Worcester, Massachusetts

Second of two articles

THE majority of the educational articles and speeches I have read recently have impressed me for one particular reason—their failure to deal with really fundamental issues. So much is assumed as having been permanently settled! In a society which has exalted the trivial over the fundamental and taken so much for granted, I suppose that it is only natural for educators to have done likewise. For years they have debated minor points, methodology, and administration at great length; and when, as recently, ends and purposes have been discussed at all, the central question has been how to turn out the largest number of patriots in the shortest time.

But this war presents a greater challenge than this to those of us who have chosen education as our life work. We have confronting us three cataclysmic facts: first, that advanced as our civilization seemed to be, no reasoning group of persons was able to prevent this global war; second, that because of various attitudes of mind which blocked adequate preparedness, our cause has suffered staggering setbacks and is likely to suffer more; third, that our own future is irrevokably entangled with the future of all peoples on our planet.

▼

All of these are directly the concern of educators and call for a thorough reconsideration of the basic assumptions and aims of our educational system. Presumably our long range aim was to exalt the spiritual and mental faculties of man over his animal impulses and thus work toward greater individual, national, and world progress and happiness. It has been our belief, the justification of our efforts, that free men could achieve this aim. Have we failed? Is catastrophe winning its race with education? If so, why? And what can we do about it?

It would be pointless to debate the first two questions. At present they must be answered with at least a partial affirmative, remembering that we have not yet reached a final answer. The last two are the important ones to examine.

▼

Clearly it is not enough to continue with "education as usual," with an educational system that events themselves have proven inadequate. Nor is it enough to press forward with the vocational and patriotic courses needed in this present emergency. In spite of the pressing of war upon us, of the abundance of daily tasks we have undertaken for the duration, *now is the time to try to find our mistakes —now*, before the full force of this shock to our false psychology of immunity has worn off, not later when the lethargy termed "normalcy" returns. We must look critically at our own society, examining it both internally and in its external relations with the rest of the world. We must look deeply, widely, objectively—and on the basis of our survey recommend and work out changes in education. It is high time we ceased tinkering with inadequate short-cuts and stop-gap policies and examined first our whole philosophy of education, then methods of obtaining the desired end. Must we wait for further catastrophe, or can we as thinking, planning people act in time?

▼

A nation's state of mind is a direct reflection upon its education. Before war actually pressed upon us, we were as a nation either unwilling or unable to realize our interdependence with the other

peoples of the world or to see that their problems were our problems. In spite of a few warning voices, we did not realize that every blow struck by an aggressor was a blow at our own best interests; we were equally confident of our immunity and our righteousness.

▼

Nor is it any consolation to claim now that this war was forced upon us, that we are blameless—for we are not. We form a part of the world civilization that has progressed technically while regressing spiritually and morally. We are in it just as much as England, France, and the others. The complexity of our blame defies full analysis, but some parts are clear. Aside from our cavalier disregard for our moral obligations to help project a world family of nations after the last war, we later appeased this evil, loose upon the world, and thus helped it to spread. We are now reaping the fruit of our criminal lack of action.

Is there something wrong with us as people that we have not been willing to accept world responsibilities and do some really hard thinking as a prelude to action? Have we really lost the love of liberty and of the principles upon which our democracy was founded? Is this why we've seemed unequal to the spiritual and mental effort and the sacrifices needed to prevent this war in the first place? Are the Axis leaders right about the decadent democracies?

The general attitude of Americans now faced with the demands of actual war answers an emphatic *no.* In common with other human beings, we Americans have already shown that we are willing to sacrifice, our lives if need be, once we have been attacked. The thing that has been wrong has been our tragic lack of vision and imagination, a vision and imagination our educational system has failed to cultivate. It has tended to produce "practical" men, a wonderful type for material advance, but a type largely unable to see a danger until it becomes concrete. There is ample evidence that men of ideas understood the pattern of German world dominion and did their best to give warning. But there were too few men of ideas. Even yet the moral necessity of our fighting this war has not been generally accepted. The manner of our entrance into war brought to us a temporary unity, but this unity is a mood not yet tested by serious sacrifices. It is not the result of deliberate decisions based on a union of ideas, on a determination to win not only the war but the peace also and thus preserve both democracy and Christianity.

Here again our education is largely at fault. It has dealt more with data and methods for material success than with the religious and classical culture of mankind, and people have tended to think too much in material terms and to judge by a narrow scheme of values. Let us hope this moral necessity will become more evident, for it is not enough to win this war for "security" or some kindred false god. The future welfare of mankind depends upon a reaffirmation of the spiritual side of man's nature and upon its controlling successfully his animal impulses. It is hard for any individual to be motivated spiritually when our present society is predominently materialistic, when our prevailing education reflects that materialism, and when so relatively few people are influenced by the church.

I maintain that these attitudes are substantial evidence that our American education has been pitifully inadequate and that the main business of learning to think straight and wisely has been sidetracked for all manner of clap-trap. What was at one time a sound pattern of education has been slowly disintegrating. Walter Lippman goes so far as to say that "the prevailing education is destined, if it continues, to destroy Western civilization, and is in fact destroying it."[1] War is only the most violent symptom of this destruction.

In a limited space it would be futile to try to analyze either our present society or our present education, but I would like to point out what seem to me two significant social trends and to suggest a line of educational reform to meet them.

▼

It should be no surprise that these last few years have witnesesd the defeat of reason. War is the product of uncontrolled desires—yet in our daily life it has been our desires and appetites that have been constantly catered to, not our reason and better judgment.

Take advertising as one typical example of this trend. All sorts of techniques have been perfected for influencing opinion. A constant barrage, most effective on the radio, plays upon our minds, appeals to our desires, emotions, prejudices—seldom to our reason (and if to our reason, usually by some brand of false logic designed to make reason the servant of desire). It strives to eliminate independent critical judgment. Everything fits into the pattern that is presented to the growing youth. They are brought to want the things they are told everyone else wants, that they have many reasons to believe are desirable and normal, and this tends to create and perpetuate a mass mind, unused to relying upon its own judgment, easily led by the "latest" opinion, but a wonderful market for people who want to sell something.

Similar techniques were used by the Nazis in their propaganda to break down the thinking resistance of their people. They have glorified the weaker, animalistic side of man without bothering with any of the sugar-coating necessary in our country. They have endeavored to keep their people mentally like children, yet our recent Congressional debates over the question of isolation did not indicate a very high American mentality. Typical of the false thinking was the very conception that neutrality laws could insure peace. Our inability to think clearly on matters of national importance is

[1] The American Scholar, Spring Issue, 1941.

partly caused by our daily diet of confused thinking, but this in turn would not be tolerated by a general public educated to love the truth and think clearly.

Surely this is one duty of educators—to educate people to see through the daily hogwash they are being fed and to bring about a resurgence of straight thinking. Yet our educators have not been enough concerned with promoting critical thinking, and we are sadly coming to realize that there is no adequate substitute for it.

There are many easy ways to acquire facts and information, but in utilizing short-cuts the value of good hard work has too often been sacrificed. Pupils have not acquired disciplined minds or faced deep and disconcerting questions. They have been urged to do things the easy way and led to expect a happy ending. Our education has become largely superficial — steeped in the nearness of its own age—so that a wide sense of perspective has not been achieved. It is no great wonder that there is a lack of critical thinking.

The second trend is that of incredible selfishness — people, groups, nations seeking their own privileges regardless of the expense to others. In our own country this attitude has been highlighted by the unbelievable, wasteful exploitation of our natural resources, by the lack of regard for the responsibilities that go with our freedoms, and by our apathy towards corruption as long as it does not touch us personally. We blame the Nazis for teaching selfishness deliberately, yet hoarding in our own country has already forced some rationing. Nor do politicians usually appeal to our impartial reason or stress their desires for the good of other groups they do not directly represent; rather they appeal to the self-interest of their constituents.

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A second duty of educators, then, is to teach the need for a feeling of cooperation over self-interest. Cooperation, not strife, is the natural order for the world of man; indeed, it is the only order that does not point toward ultimate destruction. How tragic that it seems to take war to bring about that exhilarating community of purpose so necessary to successful effort and that then nation is arrayed against nation! Common experiencing of a great cause draws people together, and we must not let this cooperative effort flag during or after the war. The ultimate brotherhood of man can only be established on a world wide basis and must be promoted by universal education. In our century of economic and cultural interdependence, either the political foundation for this brotherhood will be laid or else a world that has become a super-Europe will explode and die of its age-old hates and desires.

Educating for a Post-War World

By HELEN WALTERMIRE

OUR generation is fighting a war but perhaps even more important than this task is that of preparing a generation to follow us who shall be ready to accept the responsibility for building a better world civilization in the post-war period. These children are growing up in a world at war and full of hate and they must be taught tolerance and love. They read daily stories of man's inhumanity to man and yet they must be taught that all men are their brothers. The new generation must be given a great pride in their cultural heritage and an ardent desire to preserve and strengthen it in a world at peace. America and the world may hope for a brighter future if those children now in school are given a faith in that future, high aims and a driving zeal which will perform miracles.

The day is past when children need use books which picture our greatest leaders as tawdry and venal and treat our heroic past with a blithe contempt. New books for a new America are appearing which outmode those of a few years back which were so weighted by skepticism and cynicism. Every child must have his heroes and America has many of whom they may be proud. But our children must also learn that all nations produce great men and fine deeds and their pride and patriotism must not be a narrow nationalistic or superior one. The finest pride we can instill in these future citizens is a pride in the great achievements of mankind,—not of one nation alone, —or of one race.

America has dedicated herself to preserve the four freedoms throughout the world. To have freedom we must have free minds educated to accept the responsibilities as well as the privileges of freedom. Our children must be taught what these freedoms are, how they were won and how they may be preserved.

According to Dr. Hutchins, "Education for freedom consists in transmitting to the rising generation the civilization they have inherited, together with the technics by which it can be understood." This might well maintain our present civilization intact from generation to generation but present circumstances indicate that this is not enough. Each generation must know the shortcomings as well as the acomplishments of past civilizations and be inspired by a sincere desire to make their contribution toward over-coming the shortcomings and adding to the accomplishments.

"Believing as we do that our country is in the vanguard of progress toward better ways of life we seek to have each understand and appreciate our common heritage and take his place as a member of society, able and eager to do his share of the work to be done. . . We can not afford to turn out either soft heads or flabby characters."

These words of Voltaire written many years ago, have recently been brought to light, and they read in 1942 as though he were written for us today. Our children must indeed be taught to take their places in society able and eager to do their share. Specialists and technicians cannot build a better society, only wise, progressive and active citizens can do this for us.

Unless during these hysterical years we can calmly take time to build well for a world at peace to follow, victory will be a hollow gain. Our civic teaching must build an interest not only in things as they are but in things as they should be. It must eliminate all fear of change that this coming generation may recognize it as natural growth and progress. Let us then look beyond the contentious present to a saner happier future and build a program of civic education which will prepare citizens for living in a finer post-war world.

These Rats Spread Health

By J. R. SPENCER and G. N. WOODRUFF
Oklahoma City, Oklahoma

WITH the cooperation of the teacher and the local 4-H Club, the authors have installed two small albino (white) rats in individual cages in each of twenty county schools in Oklahoma County. The pupils are feeding these animals to observe the growth resulting when a poor diet is given, and to observe the growth when milk, raw vegetables or eggs are added.

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During the school year of 1941-42, one group of schools is feeding white bread, cooked lean meat and raw peeled potatoes to one rat, and this same basal ration plus milk to the second rat. One group of schools is feeding this basal ration plus vegetables and another group is studying the basal ration plus milk and vegetables. Several schools are feeding bread and molasses to one rat, and bread and molasses plus hard cooked eggs to the second rat. Equal parts of navy beans and white corn meal comprise a third basal ration, with beans and corn plus vegetables for the second rat.

The diets were selected to assist the teacher in each school to promote the nutritional program which she felt was most needed. For example, where bread and molasses formed too great a part of the diet in the home, one rat was fed bread and molasses, and the second rat was fed bread, molasses and eggs or milk. The pupils are feeding the rats for a period of four to ten weeks depending upon the diet and rate of growth.

The animals are fed all they will eat of each food item. Food is given once a day. Each day any food left in the cage is discarded. This is found necessary for cleanliness. The vegetables consist of raw greens, carrots, carrot tops, lettuce and cabbage. Raw leafy green vegetables are stressed, for the vitamin A content of deep green vegetables is higher than the vitamin A content of bleached or lighter green lettuce and cabbage. The basal rations are low in vitamin A and various members of the vitamin B complex, but no mention of the individual vitamins is made.

Two pupils are usually appointed by the teacher to care for the rats for one week. The pupils have been enthusiastic about their experiment from the very first day. A paper beneath the cage and base is removed daily and eliminates all odor and dirt. If temperatures below 65 degrees Fahrenheit cannot be avoided, a small box filled with wood shavings, cloth or cotton is introduced into the cage and removed at the next class session. Special care is not generally required over weekends, in the climate found in Oklahoma.

Albino rats weighing 30-38 grams are used for the work. The animals are the same weight and sex if possible and are approximately twenty-one days of age when the test is started.

The teachers who are conducting this work say that the pupils are learning to observe closely, that they have no fear of the animals, that weighings by the county agent teaches the use of the metric system, and that the pupils are bringing lunches of milk and leafy vegetables without prompting for the first time. Some of the schools have a balance, and the pupils themselves weigh their rats weekly.

The difference in the rate of growth of the two animals has been sufficiently great in each case to show the pupils the effect of a poor diet and the beneficial effect of milk, vegetables, and eggs. The schools plan to continue this work throughout the 1941-42 school year until each school has had the opportunity to observe the effect of each of the protective foods, milk, eggs, and vegetables.

Just as important as the knowledge of nutrition is the scientific attitude which the pupils learn, the attitude of learning by observation and experiment. This type of demonstration may do more to influence the diet upon the table of grade and high school pupils than repeated suggestions on the part of the teacher that more eggs, milk and vegetables be used.

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The schools and the authors express their gratitude to the Superior Feed Mills, Oklahoma City, for the albino rats used in these experiments.

War-Time Projects in One School

ANDREW BELLA
Principal, High School
Greenwich, Connecticut

Students of Greenwich High School contribute in many ways to the nation's war effort.

ALL secondary schools are anxious to contribute a maximum amount of service to our all-out war effort.

Since the war came upon us so suddenly, no budget provisions could have been made for certain worthwhile activities that must be undertaken, and so the problem of finance had to be faced and solved in a sound educational way. In our particular case, the solution rested in a salvage and conservation campaign. Old newspapers were collected and a drive was organized on a continuous basis producing an income of about ten dollars per week, which is used to defray the operating expenses of our various projects. No school time is needed for this activity as pupils bring their papers to collection points on each floor. They are then placed in a basement storeroom until a truckload has been collected. A baling machine was given to the school. Cardboard packing boxes are broken up and baled separately. Volunteers do this work after school.

The sale of War Stamps has been stimulated in various ways and may be considered as a financial student project. Of particular interest was our "Jeep Dance." A quota equal to the cost of a Jeep was set for a certain date. A dance was held and the price of admission was the purchase price of fifty cents worth of War Stamps. The dance proved to be a huge success. Many students, who previously had not purchased stamps, began their albums that evening. The decorations in the gymnasium followed a patriotic theme.

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Another general project has been the assembly program to build student morale. This, of course, requires more assembly time than has been available and so a special schedule was devised allowing for additional assemblies. We endeavor to keep the assembly time as flexible as possible, in order to promote an assembly during any period of the day and, therefore, students are not required to take assigned assembly seats but are allowed to choose their own, and teachers, rather than students, are assigned definite places. At first, considerable time was lost until the students became seated, but eventually a definite pattern of seating began to evolve. Students prefer this plan as it more nearly approximates an adult out-of-school situation. Additional time for these assemblies is obtained by shortening each period of the school day.

In these assemblies, a great deal of emphasis is placed upon group singing and the entire student body sings two or even three verses of *The Star Spangled Banner* without song sheets, which in itself is quite an achievement. Marching songs, and songs of the Army, Navy, and Marine Corps are most popular and effective in creating a patriotic fervor that has been lacking in assembly programs. Student reaction to these "singing assemblies" has been most favorable.

Several educational goals have been set up for these assemblies. These were first discussed at a faculty meeting and teachers were urged to use these ideas in their classroom teaching however and whenever possible. Among these definite objectives were the following listed in "Secondary Schools and the War Effort."

1. The characteristics of democracy which set democracy apart from the Axis nations.
2. Why the United States, as a democracy, must now fight, despite its ideals of peace.
3. The demand for sacrifice in wartime.
4. The demand for individual effort to grow stronger.
5. The school as the pupils' "training camps."

A committee was appointed to arrange each of these assemblies dealing with these objectives. Outside speakers, forums, movies, plays, and short talks by student leaders of various projects, as well as the organization of a student war council, were among the methods planned and used to achieve these goals. The faculty feels that it is most important that each student understands fully and intimately the implications of each of the above generalizations. In other words, we are indoctrinating as effectively as we know how and feel that it must be done if our school is to play a vital part in national defense.

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A technique which is neither general nor specific, is the organization of a homeroom war committee. The primary function of these small committees is to stimulate thinking and originality on the part of our students, in order that each may more effectively do his bit in his own peculiar way. A concomitant result of this technique has been the stimulating of general interest, as well as a competitive attitude between various homerooms to achieve as much as possible in the shortest period of time. For example, one homeroom auctioned off the homeroom seats to its various members for bundles of newspapers. This not only

proved effective but amusing and certainly stimulated the amount of paper collected in that particular room.

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By far, the most interesting and specific project is the model-building program, sponsored by the U. S. Office of Education. The first problem that arose was one of selection of personnel, as many pupils with no aptitude for this work were most eager to join. As a preliminary step, all volunteers who had experience as model builders were registered and an approved list was sent to all teachers. A classroom was set aside exclusively for the use of this group and a jig saw, as well as other implements, were borrowed from the Woodworking Shop in order to equip the room with essential tools. A schedule was worked out so that one of the shop instructors or mechanical drawing teachers could be assigned to this room each period. Pupils were allowed to go to this room on passes similar to library passes, and they received instructions, as well as the rough material that had been cut out by students in the Woodwork Shop. The student is then issued a kit of materials and does most of his work at home. After a week or two, it was found possible to relieve the instructor of this assignment and student foremen were put in charge of the room.

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Practically all the senior boys have volunteered to devote one extra period or its equivalent to additional physical training. This extra time is devoted to body building, tumbling, rope climbing, wall scaling, boxing, wrestling, and hiking. A portable seven foot scaling wall has been built by the Woodwork Shop and has proved to be a most useful piece of equipment. The hiking program will begin as soon as the weather permits. An overnight camp has been obtained and students will leave in small groups, immediately after school, spend the night at camp and return to school the next morning. It is hoped that each boy will have at least two overnight hikes to his credit before school closes in June. Student reaction to this program was not entirely favorable at first and many of the boys did not care for boxing or wrestling, but this resistance is gradually wearing down and a genuine interest is the chief motivation, rather than pressure of the group, as was the case in the beginning. Naturally, all health and safety precautions are rigorously observed in this program.

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The work of the Junior Red Cross is too well known to require repetition here. Money was raised in order to purchase eyeglasses for needy pupils. Scrap books of cartoons and novels in serial form, cut from magazines, were made. The sewing classes are making dresses, shirts, and nightgowns, as well as many other articles requested by the Red Cross. The Woodworking classes have made signs, packing boxes, splints, and large red crosses as their contribution. The girls' knitting club did very well until wool was no longer obtainable, and then they decided to collect tin foil and tin tubes.

Many girls felt that they were being discriminated against because more service opportunities were given to boys. A group was organized to furnish cookies and candy to boys in the service. This group bakes cakes and cookies according to recipes approved by the authorities, packs them in one pound cartons and mails them to the school's alumni in the armed forces. The school's newspaper and literary magazine is also sent to recent graduates who still have a personal interest in the student body.

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Another group of girls who have taken or who are now taking work in home nursing, work in the immediate vicinity of the girl's home. These girls volunteer their services to any mother who is working or needs help in taking care of a home in which there is sickness or poverty. This work includes the caring for the sick or the young, as well as doing general housework. Although this is one of the most recent service groups organized, it offers the greatest opportunities for real service, particularly in case of emergency or disaster. Membership is limited to present or past students of home nursing, but will be opened to the entire student body if the need should arise. Incidentally, the majority of our faculty have completed their First Aid courses.

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Several student organizations have either been incorporated into Civilian Defense organizations, or organized along parallel lines. In the former group, we have an emergency messenger service for the local Red Cross Disaster Committee made up of members of the "G" Club, that is, letter men. Teams of these boys have been assigned to each Red Cross Casualty Station and are used for messenger service, stretcher service, and other assignments during the emergency.

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Another group of students is organized to man two air spotter's posts every afternoon from two-thirty until eight o'clock. This has been a great help to local defense authorities since professional or business men cannot very well man these posts during these hours. The Radio Club will have several "Hams" available to man the mobile short-wave units that have been purchased by the Red Cross.

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In the category of parallel organizations, a student auxiliary Fire and Police Department, trained and organized by a former fire chief, has just begun to function. These boys are assigned to various parts of the building and grounds. Since most of them are members of the regular Volunteer Fire Department, their services are found to be most valuable. Cooperation of the Fire Department has

been excellent and a tremendous growth in community spirit and citizenship has been one of the satisfying results.

In addition to the regular gardening class, which is scheduled the last period of the day so as to allow students to spend their class time at the gardens, a student victory garden campaign has been organized. The gardening teacher visits the homes of those pupils who have agreed to plant a victory garden. This has aroused a great deal of interest but it remains to be seen how effective the results will be.

In conclusion, it might be stated that the entire program has been worked out in a democratic way on a voluntary basis. Though it is too early to predict, it is possible to state without hesitation, that the attitude of the entire student body has undergone a satisfactory change and one no longer finds the complacency that existed a short time ago. Students are volunteering information and suggesting projects and are beginning to realize how much all of us have at stake in this emergency. They have become more aware of the meaning of democracy, the worth of the individual, and the meaning and significance of self-discipline and sacrifice.

Pupils As Magazine Readers

By G. M. RELYEA
University of Utah, Salt Lake City

ON ALL sides, we are told that Junior and Senior High School pupils spend most of their free-reading time on the "comics," "confessions," and "movie magazines." Educational magazines play up the damage done to young minds and to adult reading tastes. Teachers at local and regional meetings long-windedly discuss the subject. Parent-Teacher Assocations and Child Study Groups add to the vast amount of comment. But, are our high school pupils guilty as charged?

My own observation of high school pupils led me to believe that they were *not* guilty. To prove my contention, I recently made a study of the out-of-school reading of 125 Junior High School girls and boys. Frankly, I was amazed at the kind and amount of magazine reading that these children did of their own volition. In the science field alone, the representation in national periodicals was far greater than I had realized. These children read because they were sincerely interested, either in the general field of science or in one of its branches. They read some magazines which could be called technical and which would ordinarily be considered to be for adults only,—Science and Invention, Hygeia, Scientific American, National Geographic, Fortune, Science Newsletter, and others. They read certain magazines because of a scientific or semi-scientific hobby —Popular Photography, Popular Aviation, Model Airplane News, Desert. Of course, they read also the more popularized and less technical magazines such as Popular Science, Popular Mechanics, Nature, Sky; Life; Field and Stream; Fur, Fish and Game; and the like. They read such general magazines as Readers Digest; Coronet; Newsweek; Time; Saturday Evening Post; and Collier's, and did not skip the science articles. And approximately 98% of these children indicate that they definitely expect to continue or expand their reading of the science articles in magazines and newspapers.

You may ask, does this reading do them any good, do they remember what they read? Judging by the comments and volunteered information of this particular group in their science classes, not only do pupils remember the main ideas they read but also the exact figures given or facts stated.

It is right here that a great danger lies—children as well as adults are too prone to accept without question anything which they read in a well-known magazine or newspaper. One of the most important jobs that teachers in high schools have to do is to impress upon pupils the idea that the *printing* of a statement does not make it a fact. This is particularly true of scientific information which very often is popularized out of all semblance of an accurate account. Children should learn to apply such cautionary measures as these before accepting everything they read: Who wrote the article? What is his reputation for accuracy? What do persons of good education think of the magazine or newspaper? Who sponsors the magazine?

It is not only the science teacher who should be concerned with this problem. The English teacher can see its application to her work when the pupil says, "But I have seen sentences ending with a preposition in lots of magazines," or, "Why must I say 'It is I'? Many magazines use 'It is me.'" The Physical Education or Hygiene teacher gets similar reactions, mostly about some new discovery in human physiology or a new diet advocated by a film star. Probably the Social Science teacher has more trouble with this "Believe-it-all" attitude than any other one subject teacher, when children bring in articles by "experts" on economics, politics, social conditions, and similar topics.

The most valuable activity for

solving this problem of intelligent reading of magazines and newspapers, it seems to me, is frequent and informal class discussion. When the pupil brings in an article he has just read, stop long enough in your usual class routine to allow for class reading and class criticism. After that, a very impermanent bulletin board can be used to publicize the article for a day or so, thus giving other classes a chance to read it. It is a good idea, too, to set aside a day for magazine articles every three or four weeks, with a student discussion leader to take charge. The teacher becomes a fellow participant in the discussion which follows each presentation, thereby adding to the informality of the class period. Some pupils like to collect articles on some favorite subject and build up a worthwhile scrapbook. Others like to try their hand at writing articles for school papers and other publications. Assembly programs also, can be planned around the idea of magazine reading in the various high school subjects.

To be successful in this "functional" type of class activity, the teacher must himself be a systematic and intelligent reader of magazines and newspapers, not only in his own subject but on all topics of present-day interest. The "stick-to-the-old-ways teacher" may find this a difficult and time-taking task at first, but rewards will be so great in any teacher's personal and professional life that the *task* will soon have become a pleasure and a source of continual satisfaction.

Fourth Grade Has a Speech Choir

By HOLGER W. ANDERSON *and* INEZ W. ANDERSON
Kingsville, Texas

WHEN Miss Coltier read her Junior Fourth Grade's reports of their auditorium activities on their self-directed-program day, she was struck by the popularity of poetry programs.

She decided to capitalize their interest in poetry by using the interest as an approach to a speech choir. She began to read a great deal of poetry to the class, reading with great emphasis on rhythm and on the emotional tone of each poem. She chose her material chiefly from Milne's *When We Were Very Young*, Thompson's *Silver Pennies*, and a ten-cent-store book called *One Hundred Best Poems for Children*. Each time, she read several new selections, and then asked the children to choose old ones which they wished to hear again. Always she read in her very best manner. Often she beat the time as she read. Soon the children were beating time and joining in the reading of their favorites, and thus memorizing without conscious effort. Furthermore, they began to bring books of poetry from home and from the public library, and to ask for the privilege of sharing the poems they liked best with their classmates. More and more children on their own initiative prepared and gave poetry programs in the auditorium. Poetry permeated the atmosphere.

The happy enthusiasm of the children indicated to Miss Coltier that the time was ripe for broaching the idea of a speech choir. She told the class about the prominent speech authority's statement that "The English language, if properly spoken, is as beautiful as music;" and about the verse-speaking choirs based on the idea that a speaking choir can be as effective as a singing choir. Briefly, she sketched the history of the speech-choir movement, telling the class how it had grown out of the Festival Movement in Scotland, how it had spread until in the British Isles it had taken on equal place with community singing, and how it had taken hold in the United States. Then she closed by saying that there was no good reason at all why an elementary school class should not have such a choir, and that if they would like to organize one she would be glad to help them in every way possible. The children seized the proposal with gusto and announced themselves ready to begin immediately.

Planning the Project

Through discussion the class decided on the following plan:

1. The entire class would be in the choir.
2. The group would be divided into lows, mediums, and highs, according to the pitch of their speaking voices. Miss Coltier would test and classify the voices.
3. The choir would choose its selections for work by popular vote.
4. Soloists would be chosen in the same way.
5. At first Miss Coltier would be director, but eventually the children would take this over.
6. Rehearsals would be held during the regular school hours, as often as possible.
7. The choir would give performances for other classes, for the Parent-Teacher Association, and for the assembly of city teachers.

Carrying Out the Plans

The work developed as planned. Miss Coltier tested each child's voice by having the child say a stanza of any poem he knew, while she listened to his pitch. She then assigned him to the voice group in which he belonged, and arranged the speech choir in a formation like that of a singing choir.

For its beginning work, the choir chose a poem with a solo part and with much dialogue—Milne's "Puppy and I." A little boy was chosen by popular vote for the part of the questioning child. After much deliberation, the choir assigned the part of Man to the boys with low voices; Horse, to the girls with low voices; Woman, to

the girls with high voices; Rabbits, to the boys and girls with medium high voices; and Puppy, to the boys with high voices.

Miss Coltier acted as director for rehearsal of this poem. Rehearsals proceeded merrily by a method of trial, self-criticism, group-criticism, re-trial. Complete memorization of the poem was simple, as the children had already frequently joined in the reading in the "request-number" period.

When "Puppy and I" had been mastered, other selections were chosen. Before very long, the speech choir included in its repertoire "The King's Breakfast," "Boy Blue," and "Disobedience"—from Milne's *When We Were Very Young*; "Overhead on a Saltmarsh," and "The Vinegar Man," from Thompson's collection called *Silver Pennies*; and "Jonathan Bing," from *One Hundred Best Poems for Children.*

In the first stages of the organization, Miss Coltier acted as director and chorus leader, but soon the children were able to serve in this capacity. They learned to keep time and to set the emotional tone, with remarkable facility.

The speech choir was asked to provide the entertainment for a meeting of the school Parent-Teacher Association, and then to demonstrate choric speech before a meeting of all the teachers of the city. Its activities proved to be a source of joy and pleasure to its members and to those who made up the audience. Such a source of aesthetic enjoyment is accessible to any group whose leader loves poetry and believes that speech can be "as beautiful as music."

Evaluating the Project

To Miss Coltier the following educational outcomes of the Speech-Choir project seemed apparent:

1. Appreciation of the joy derived from giving pleasure to others—evidenced in the radiant faces of the members of the choir.
2. Appreciation of the value of reliability—evidenced in the conversation of the children with reference to the appearances before the P.T.A. and the city teachers.
3. Appreciation of poetry—evidenced in the group's enthusiastic reception

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of every poetry program, in their voluntary memorization of many poems, and—later—in their writing of poems.
4. Tendency to observe the safety rules in traveling by street car and on foot—manifested by careful behavior in making the trip to the high school where the teachers' meeting was held.
5. Disposition to treat others with courteous consideration—especially manifested in the special performances, when the children did their best to refrain from disturbing the parents and the teachers before and after the choir's part on the program.
6. Ability to lead others—shown in the children who took over the directorship of the choir.
7. Ability to participate in democratic procedures—shown in the successful handling of the problem of choosing the poems, the leaders, and the soloists.
8. Disposition to cooperate in a worthwhile endeavor—shown in the way the children worked together for unity of performance.
9. Increased ability to speak beautifully—at least in a special situation—evidenced in the contrast between initial practice and final production.

Local History and Morale

By C. W. HEATHCOTE
Department of Social Studies
State Teachers College, West Chester, Pennsylvania

MANY suggestions are being made during these crucial times for changes in school and college curricula. Without doubt many curricular changes will prove necessary because of the rapid changes being made in all phases of life in the world. However the basic philosophies involved in history courses must be clearly understood, before curricula are scrapped. History represents the results of accumulated experiences, thought and action, which have given us important and basic patterns upon which we have built the institutions of civilization.

From a careful survey of the suggestions which have been made, we find that vital consideration has not been given to the importance and place of local history.

▼

Local history is always the keynote of the history of our country and it must be since our nation has its roots so deeply seated in local community life. Ample time should be given in each American history course for the careful consideration of local history. The same principle should be applied to extra-curricular activities associated with the history department.

The objectives of the plan and purpose of local history in the curriculum should be clearly understood. Our national history cannot be presented in a sectionalized or a separated form. It covers a long period of development and growth.

The objectives which are so important in the realization of the value of local history may be summarized as follows:

(1) *Leadership.* No one community in the history of our country has monopolized the leadership of our nation. Leadership was manifested as each state took its place in the unity of the nation. Each local community should be carefully appraised so that its leaders from its earliest period down through the years may be known, and the contributions each made clearly evaluated. Some of the studies will reveal that certain leaders were only local in their contributions, but others extended their influence beyond the state, nation, out into the far corners of the world. Thus these studies will inculcate a deeper sense of responsibility into the lives of the pupils and larger appreciation of the country of which they are an important part.

(2) *Religious tolerance.* In each local community there are several religious denominations or groups, and their relations are marked by cooperation and mutual understanding. This spirit is a splendid example of the deep seated integration of our community life. Our children are so accustomed to this phase of our living that they take for granted it has always existed, and will continue indefinitely. That is the hope of each citizen. However, world conditions imperil religious tolerance which is one of the foundation stones of democracy.

A careful survey of the history of the religious groups of the community, from their inception, their problems and how they solved them, will help the pupils to grasp how vital is religious tolerance to the well-being of representative government. Then as the larger problems of American history are studied from colonial life down through the years the pupils will grasp the significance of the development of religious tolerance in its ramifications. Their history will take on new meaning and their morale will be strong through whatever experience they may pass.

(3) *Government.* The centre of democracy is local government. This is the unit from which expand the larger processes in state and national government. Each community has an interesting story of its development in government. Its problems may have been forgotten, but they should be brought to light and studied by the children of the community. Representative government is a major blessing in our heritage. Under it thrives free enterprise in its broadest scope and meaning. Our pupils through the study will see that our heritage did not just happen, but came as the result of sacrifice, toil, faith, courage and determination.

Local history will aid the pupils to evaluate their direct relation to their community, state and nation. This realization is basic morale.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools
Perth Amboy, New Jersey

Mental Punishment

CORPORAL punishment in the public schools of New Jersey is illegal. Some time during every school year a case of the use of corporal punishment by a teacher in some school in the State is reported in the newspapers, and there is indignation on the part of parents and public. But the worst cases of cruel and unusual punishments hardly ever come to the attention of the public. These cases are not cases of corporal punishment but of mental punishment.

Even in the days when corporal punishment was common more children received lasting injury from mental punishment than from corporal punishment. Psychologists and mental hygienists tell us that unusual punishments involving sarcasm and ridicule by a teacher or parent and embarrassment and shame on the part of a child may produce emotional reactions that result in serious injury to the child's nervous system.

Two or three years ago I called the following case to the attention of our teachers:

An authority on mental and emotional disorders in a discussion of case studies reports the following:

"A little girl in school stole a dime from a classmate. She denied the theft but under a 'third degree' questioning by the teacher confessed. She was compelled to repeat, 'I am a thief and a liar'. As a result of that experience the child had a nervous breakdown and had to be kept out of school for a year. After she grew to maturity she had a mental breakdown which was the result of the shock to her nervous system from the incident mentioned above."

On several occasions I have asked the principals to take up with their teachers the matter of punishments and I know they have done so, but we still have some cases of punishment that are inexcusable.

The practice of requiring pupils to copy a sentence or paragraph fifty or a hundred times has about died out but it is still used occasionally. Making a child wear a placard with a humiliating statement or word printed on it is a form of punishment I have seen used on one occasion within a year. It seems to me that a rudimentary knowledge of psychology or the application of even an average degree of common sense would preclude the use of punishments like these. It is certain that only a few teachers do make use of punishments of this kind and that none of our best teachers use them.

Another form of "punishment" that is frequently used in some of our schools is the inexcusable and silly expedient of having pupils stand in a corner or stand in the corridor outside of the school room. In nearly all cases of this type the pupils so punished are boys and from my observation I judge that most of them welcome and enjoy this "punishment" as a means of release from the boredom of the type of teaching they are receiving at that particular time.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Hard Work—What of It?

All work in connection with education is difficult and painstaking. That doesn't mean that teachers have the most difficult task in the world or that they should pity themselves too much—housework, factory work, ditch digging, farming, dairying imply hard work and plenty of knocks.

The housewife—have you ever followed her for a day?

You are tired at the end of the day—don't worry about that—everybody else is tired—everybody is supposed to be tired after the day's work—you would be tired if you had spent your time shopping, playing bridge, at the theatre or just sitting looking pretty.

Don't pity yourself—the chances are you will be all right as long as you think of others more than of yourself. Eat plenty, take regular exercise in the fresh outdoor air even if you are tired, plan well, follow your plans, don't resist everything that comes along—you are not an insulator—cooperate fully.

Teaching is hard work—but hard work made Shakespeare, Edison, Burbank, Lincoln and many of the other boys. Work has not killed nearly as many people as laziness and worry.

Hit the nail hard—but hit is purposefully, buoyantly and squarely on the head.

Democracy Preferred

Our faith is in democracy—and our hope likewise. Man is more than matter—he is part soul—there is something noble, something god-like in each of us yearning for expression and recognition. To blanket that expression is wrong, not alone because of law but because it robs society of ideas.

Some contend that democracy means disorder, all talk and no action; that in cases of danger society chooses a dictatorship; that in a democracy time, materials and energy are wasted.

In a measure they are right. But why so much efficiency except in time of war—where are we going? What is the hurry? Why not re-

lax, take time to eat, to think, to read, to discuss, to enjoy? What is there in life if it is one eternal rush with no time to look forward and upward? We can afford to sacrifice some efficiency, some materials and some time for a form of social control in which man's soul can grow to full fruition—after all what else counts very much?

Developing the Whole Man

Every generation needs to know more than the preceding one. Every generation is faced with a new series of facts in science, industry, mechanics and all fields. It is a challenge to know what to learn and what to omit—it is such a practical challenge that some schools hold it is a waste of time to learn any facts. They contend that we still have dictionaries, science books and mathematics books—and that is true—but it is just as true that we still have heads—and maybe the time is not yet here when they should be reduced to vacuums.

Regardless of what anybody says there are vast bodies of knowledge that every one needs to know—the better he knows these the more successful he will be in society, business or the professions. But it is not enough to command the coarse tools of business. Just as important are those finer elements in personality—the power to love and be kind.

Part of the teacher's task—not all of it—is to help children learn to appreciate other people, to want to help other people, to overlook weakness in others and to make much of kindnesses expressed by them.

Benignity, humility. helpfulness—these are akin to Godliness—give them foremost consideration in guiding children—and adults too.

To develop man—that is our profession, our challenge. Education in America always has met this demand, it is meeting it today and will continue to do so with ever-increasing effectiveness.

All in the Day's Work

EVERETT V. PERKINS
Principal, Cony High School
Augusta, Maine

Strangers in Uniform

Two marines drifted into last night's dance. The door tenders let them in free as is our custom with men in uniform. They had been given a furlough at a nearby port and were hitch-hiking about to see the country.

I fell into conversation with the boys. They were only a little above high school age and were lonely and homesick.

It did not take them long to get acquainted and they were soon dancing with the rest. When the affair was over I saw the marines starting home with two of our girls. I felt uneasy but did not know just what to do. Next time we shall have some definite plans made in advance for handling such a situation.

It is a problem to know how to be really nice to unknown boys in uniform and still protect our girls.

Handouts Are Harmful

In my opinion these surplus commodities handed out at school lunches for little or nothing to everyone regardless of ability to pay do immeasurable harm.

One hundred sixty pounds of pecan meats just arrived for free distribution in our elementary schools. They are a delightful and nutritious food, but expensive when you have to buy them.

I have heard the arguments in favor of this federal project. One is that the food will improve the health of the boys and girls and build up the strength of the nation.

The thing that has made America great is the independence and resourcefulness of her citizens. What is all important is individual character. When we hand out free food to boys and girls who are able to pay for it we tend to pauperize them. We are teaching them to depend on the government instead of their own efforts for the necessities of life. When the surpluses are all used up they will be poor indeed.

To return to the case mentioned above. What about the man across the street trying to sell pecans at a reasonable profit so that he can pay his taxes and help support the schools and the federal government? It is obvious to anyone that his business is being undermined.

In spite of present trends I maintain that the best way to help boys and girls is to help them to help themselves. The government should give them opportunities, not hand outs. To inspire and direct the young in making the most of their opportunities should be the chief ambition of every true teacher.

Valedictory

I have resigned my position here and will give up educational work at the end of this school year. I have no grievance and am not conscious of any particular opposition. But I have reached the age for which retirement is provided and I feel the need of a change. I am not wholly selfish for I think that a new man with new ideas, new strength, and new enthusiasm will be a good thing for the school.

I will now do some of the things that I have long planned for the latter part of life. I trust that, as one of our graduates was kind enough to say in a recent letter, I shall keep up the fight for a better world.

This, then, will be my last contribution to the Journal of Education. My long association with the paper has been a source of much pleasure and inspiration!

May the Journal's influence increase in extent and power through a long period of future years!

The News Digest
OF EDUCATION IN ACTION

Maine Inaugurates Pay for Practice Teaching

AUGUSTA, ME. — Maine normal school students, who usually would take an 18-week practice teaching course, will be assigned next fall to 18 weeks of actual teaching under a plan announced by State Education Commissioner Harry V. Gilson to meet an "acute teacher shortage."

"Our normal school training program has been suspended to some extent," Mr. Gilson said, "and succeeded by this plan, under which schools which cannot secure regular certified teachers may have these student teachers."

Communities would be required to contract with the normal schools for the services of the students at a rate which each town sets up for that type of teaching.

Mr. Gilson said he expected that at least 100 students would be available for this service.

Aeronautics Texts Planned for Schools

LINCOLN, NEB.—The University of Nebraska wil begin immediate preparation of Aeronautics textbooks for use in high schools throughout the nation. Authorization for the work was given by Bruce Uthus of the Civil Aeronautics Administration in Washington.

The CAA will pay expenses of University research workers, who are to have the books ready for introduction this fall. Texts will co-ordinate mathematics, physics, geography, and other subjects and will extend into aerodynamics, engines, meteorology, and navigation.

Cambridge Women Teachers May Marry and Teach

CAMBRIDGE, MASS. — Cupid may now roam unimpeded through the ranks of Cambridge School teachers. The school committe voted, 5—2, to allow teachers to wed and remain in teaching service until six months after the war emergency ends. The vote did not specify that husbands must be in the armed services.

28 SCHOOL SYSTEMS ARE STUDIED TO DETERMINE MODEL PRACTICES

NEW YORK.—To discover practices and policies that are used by the best schools in this country, a cooperative study of twenty-eight public school systems has been undertaken. It is hoped that general patterns will emerge that may be applied to American education everywhere.

Fundamentally, the co-operative undertaking will attempt to get an over-all picture of some of the finest schools in America, not as individual communities, but as a group. Special attention will be given to the educational setting for the growth of boys and girls. The part that teachers and administrators play will be analyzed. Moreover, the physical plant will be examined.

For weeks eighty superintendents, principals and teachers have been studying the schools at first hand. They were arranged in teams of three, consisting of representatives of different schools. And then each "team" visited a community foreign to the three members.

Many pertinent questions are asked by these educational investigators. They take an inventory of the curriculum and of the teacher personnel, they explore the administrative set-up, and see whether friendly relationships exist between supervisor and instructor.

"We expect to have a picture, drawn in broad strokes, of what education is like in the better supported schools of this country," remarked Dr. Mort. "We are going into this project like prospectors; we do not know what we will find, but if we see a trace of gold we will start mining."

The study will provide wonderful material for the lay public regarding their educational systems. They will find that education now consists of more than reading, 'riting, 'rithmetic and "play." The new, modern phases of the school system which are so often misunderstood are important parts of education.

For the professional educator, the cooperative project will offer a picture of what is emerging from these laboratory schools of America. Educators can learn the part played by home rule in the development of new theories and practices slowly being introduced in the public schools.

"Profs" Laugh Slacks Off Michigan Co-eds

EAST LANSING, MICH. — Michigan State College girls bowed reluctantly to convention and shed their slacks after male faculty members had complained that "only one woman in 100 looks good" in trousers. Leaders of Associated Women Students, campus women's governing body, debated three days before coming to the conclusion that "campus and faculty sentiment is definitely against wearing slacks to classes." Under the new rule women may wear slacks for sports, field trips, and defense training classes. Slacks will be allowed after 5 p.m. and on Saturday.

Brookline Drops Grade School Graduations

BROOKLINE, MASS.—The Brookline school committee anounced the abolition of formal graduation exercises this year in the elementary schools because of "the stress of the present time."

The committee suggested that "the long hours of preparation attending such exercises would be omitted and additional expenses incurred by both the town and parents of graduates would be considerably lessened."

The committee has taken no action on the high school graduation.

ONE-ROOM SCHOOL NOT EXTINCT; OFTEN CENTER OF SOCIAL LIFE

BOULDER, COLO.—Although modern consolidated schools send their busses farther and farther into the hills of Colorado with each passing year, there remain many communities in remote valleys and on high, forested slopes, beyond the reach of organized transportation. In such places the one-room district school carries on as of yore.

Modern teaching methods prevail, of course. Circulating heaters have displaced inefficient wood burners; sanitary water coolers, individual cups, paper towels, and soap dispensers are no longer novelties. But shrill-voiced little bells still summon pupils to the single room, where a total enrollment of a dozen children may be divided into eight grades.

The average child, comfortably and safely transported between home and school, would find real adventure in a visit to one of the more isolated mountain districts. Life there would seem quite reminiscent of pioneer days described in his text books.

The hardy, mountain-trained child trudges a mile or more to school, buffeted by freezing gales such as a child of the plains country never may know. He shovels a path to the woodshed and helps teacher keep the fire going. He learns to study his lessons even though other pupils are reciting from adjoining desks. He may not "get to town" more than once or twice during the winter, but on frequent Friday afternoons he stays after school and helps push all the desks back against the walls; brings in small mountains of wood, carries water from the spring, and makes other exciting preparations for the "party" to be held in the schoolroom that evening.

For the school is the center of social life in mountain districts. Always there is a tiny storeroom where is kept a supply of kitchenware, dishes, and a small oil stove.

The one-room school is on the way out of Colorado. Legislation already introduced provides for progressive consolidation of small mountain districts. As highway systems are improved and extended, every mountain home will be reached and the children will ride to and from modern schools.

Dog "Graduated"; Returns to School

ROSEVILLE, CALIF. — Graduation means little to Teddy, Roseville's educated dog.

He was on hand when school opened this fall although he received a diploma last June for attendance, faithfulness and dependability after attending school for four years.

He matriculated with his owner, Miss Beth Ashcroft, but when she dropped out of school, Teddy continued to attend classes, visit the office and campus. He also was a regular visitor for four years at each evening event.

Now Teddy is back for his post-graduate course, but the mystery as to how he determines the opening date of school, holidays, weekends and school hours is as deep as ever.

Defense Stamps For Class Gifts

SOUTH HADLEY, MASS. — Defense stamps to provide class gifts were subscribed at Mount Holyoke College to the tune of the slogan: "For Country and for College."

Seniors started the ball rolling by subscribing to a defense savings drive which will, at their tenth reunion, provide a gift for the college.

Each member of the class agreed to fill a $5 stamp book before the first of June and the class of 1902 has pledged itself to support a defense stamp drive for a 50th reunion gift in 1952.

At the head of the 1902 class committee, which is organizing the bond-gifts, is the class president—Frances Perkins, Secretary of Labor.

Would Modernize Teaching Aims

AUSTIN, TEXAS. — Texas schools should make young Texans able to cope successfully with the moral, social, civic, economic and cultural problems and exigencies of life by offering up-to-date courses in world history, problems of democracy and other social studies, Dr. J. W. Baldwin of the University of Texas Education School, declared.

This job of indoctrination for democracy, of making textbooks live, is a job for experts only, he maintained. It must be undertaken, in his opinion, only by those who can show future citizens how to apply education to their lives and to society.

A correctly balanced elementary education will develop citizens instead of specialists, Dr. Baldwin said. In many Texas schools, he asserted, courses in social studies are taught by individuals unprepared for this task.

Arithmetic Study In Planes, Tanks

PHILADELPHIA. — "If 11 German bombers fly over Philadelphia and our anti-aircraft batteries shoot down nine, Johnny, how many are left?"

This, under a plan to promote "air-mindedness" in youngsters of school age, might be an example of the type of question to be asked in mathematics class in Philadelphia schools soon.

Dr. Alexander J. Stoddard, superintendent of schools, said that educational officials were giving the plan "serious consideration."

A similar program used in German schools has been successful, he said.

Books of Lasting Value

I. The Dictionary of Philosophy
Edited by DAGOBERT D. RUNES $6.00
An invaluable reference book for the student of human cultural development, embracing all major schools and theories of philosophy, philosophy of law, religious philosophy, logic, epistemology, ethics, metaphysics, Chinese, Jewish and Hindu philosophy.

II. Sociology of Law
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III. Theism and Cosmology
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IV. From Copernicus to Einstein
By HANS REICHENBACH $2.00
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Silver Burdett Company announces with pleasure the election of Burr L. Chase as president and treasurer, John B. Stigall as first vice-president, Charles E. Griffith as second vice-president and secretary, and the election of Fallen Campbell, Robert G. Fitzgerald, and Earl E. Welch to the Board of Directors.

Wellesley Conference On World Relations

WELLESLEY, MASS. — "How Shall We Build for Tomorrow's World?" is the theme of the 11th summer conference of the New England Institute of International Relations, to be held on the Wellesley College campus, June 23 to July 3. Students, teachers and others interested in world affairs will combine these stimulating discussions and lectures with outdoor sports on Lake Waban and on the spacious grounds.

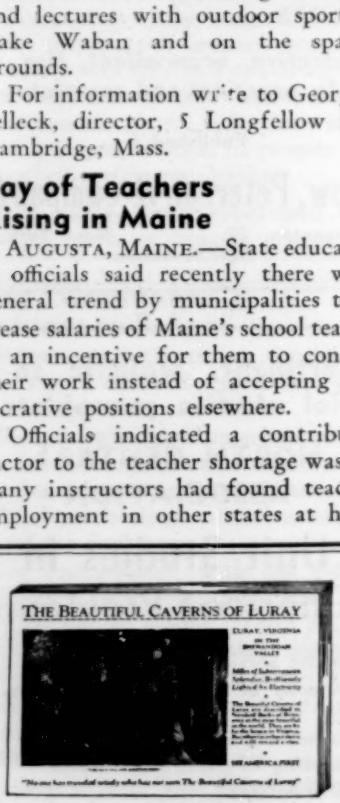
For information write to George A. Selleck, director, 5 Longfellow Park, Cambridge, Mass.

Pay of Teachers Rising in Maine

AUGUSTA, MAINE.—State educational officials said recently there was a general trend by municipalities to increase salaries of Maine's school teachers as an incentive for them to continue their work instead of accepting more lucrative positions elsewhere.

Officials indicated a contributing factor to the teacher shortage was that many instructors had found teaching employment in other states at higher wages or had been offered higher-paying jobs in defense industries.

Dr. E. E. Roderick, Deputy Education Commissioner, said the "slack in the shortage now is being taken up by some teachers in other states who believe they would like to reside in Maine and also by former teachers who desire to return to take charge in classrooms."



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Important Meetings

JUNE

22-27 — American Library Association; 64th Annual Conference. Milwaukee.

28-July 2—National Education Association. Denver, Colorado.

JULY

8-10—World Federation of Education Associations, Montreal, Canada.

OCTOBER

2-3 — Pennsylvania Speech Association, Fourth Annual Conference. Harrisburg.

DECEMBER

2-5 — American Vocational Association, Toledo, Ohio.

William Leonard Cozzens

EVANSTON, ILL.—William Leonard Cozzens, president of Row, Peterson and Company, publishers, died April 22 of heart disease, at the age of 52.

Mr. Cozzens was born at Hamden, Ohio; he was graduated from Ohio State University in 1912, and in the same year began his career as a book salesman. In 1917 he began his long affiliation with Row, Peterson and Co.

He represented the company as a salesman until 1924, when he was elected a member of the Board of Directors, and was made sales manager.

In 1932 Mr. Cozzens was elected President of his company. Under his management Row, Peterson and Co. expanded rapidly and became one of the leaders in the textbook publishing field.

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THOROUGHLY TESTED

Patient: I have hay fever, you know.

Doctor: I can sympathize. (Taking small box from pocket) Try some of this.

Patient: Is it really good?

Doctor: Wonderful. I've had hay fever myself for 28 years and never use anything else.

* * *

DIVERSION

Mistress (to new cook)—"I hope you won't mind the air raids too much, Norah?"

Norah—"Mind the air raids, mum? I welcomes 'em. They takes me mind off the bloomin' war."

* * *

EXTRA SADNESS

A Chicago soloist, engaged to sing at a funeral, decided to do a bit of shopping before the service. Reaching the church just on time, she caught an usher, handed him a box containing her purchase, and asked:

"Will you take care of this for me?" He nodded solemnly.

When she rose to sing, she saw atop the casket a mass of violets and hyacinths comprising her new Spring hat.

* * *

TOUGH TASK

What makes our friend Larry look so worried and worn out?"

"O, he's been contesting his wife's will."

"His wife's will? I didn't know she was—"

"She isn't!"

* * *

THAT WAS STUPID

"That idiot next door threw a stone through the window while I was playing a Russian piece on the piano."

"Silly fellow! Now he will hear you all the plainer."

* * *

SHOULD BE RATIONED

Young daughter: Mother, what's a "sugar daddy"?

Mother: A "sugar daddy," my dear, is a form of crystallized sap. yet."

* * *

AH!

Dentist: "Open wide, please. Wider

Patient: "Aaaaah."

Dentist (inserting a rubber gag, towel and sponge): "How's the family?"

Meet These New Books

Guiding Child Development in the Elementary School

In this book the author has drawn freely on his own experiences as teacher and supervisor and also upon the experiences of teachers with whom he has worked. Possibly the most distinctive characteristic of the volume is its stressing of real teaching situations. One does not have to read many pages before he discovers that the author belongs to the progressive wing of educators.

Chapter II discusses "The Experience Unit," beginning by asking and answering the question, "What is it?" Next an account is given of "A Home Unit" developed in the Palm School of Riverside, California, under the leadership of the first-grade teacher, Mrs. Maude Mueller. Among the phases of this unit were, a visit to a farm, a comparison of the farm home with those of the children, a discussion of furnishing houses, a trip to a grocery, and preparing a luncheon. Essentially ten chapters are devoted to units and ways of conducting them. Each chapter contains numerous problems for study and comment and many other practical suggestions.

It must not be thought, however, that the larger aspects of the subject are ignored. One chapter has to do with "Evaluating the Educational Program," another with "The Teacher as a Counselor," and still another with "Foundations of Progressive Educational Practices." This book is very much alive. Teachers will enjoy it and be helped by it.

GUIDING CHILD DEVELOPMENT IN THE ELEMENTARY SCHOOL. By Freeman Glenn Macomber.—New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

Strength through English

Most texts are introduced by prefaces written for teachers. Here we have one addressed "To the Girls and Boys Who Use this Book." And there is no way in which we can give a better understanding of the spirit and scope of the volume than by quoting three sentences from this prefatory letter: "This book has been planned to help you improve in two ways. First, it should give you a better understanding of your language by showing you the principles of grammar upon which good usage is based. Second, it should help you master what you have learned by providing many opportunities to practice."

Strength through English above all else approaches the student through experience. The interesting and practical way in which the fundamentals of grammar are presented is especially noteworthy. It is doubtful if the subject has ever been better simplified and clarified. The child brought up on material of this kind ought to have no difficulty with his mother tongue. Some might be inclined to be critical of the efficacy of diagraming in a book of this nature, but a study of the methods of the authors will likely convince the most captious.

This book seems to contain everything that the teacher has any reason to expect to find in a text in elementary English. Its outstanding feature is its wealth of activities. These are typical of the dynamics which characterize the entire series in its stressing of English "Step by Step."

STRENGTH THROUGH ENGLISH. By Frederick H. Bair, Elma A. Neal, Vernon T. Sanders.—New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Other Lands and Other Times

How men of many different lands and races have worked out their problems of survival and of increasing comfort and opportunities for happiness, is the story told by Mary G. Kelty in "Other Lands and Other Times."

Written in simple, vivid style, the text is well within the grasp of elementary pupils. An astonishing amount of information helpful to understanding the social heritage which has come down to Americans from far places and periods is conveyed in a way to fascinate any wide-awake boy or girl. Besides Egypt, Babylon, Greece and Rome, some less familiar cultures are depicted, including those of India, China, the Moslem Empire, the Indians of our own hemisphere, and certain islanders of the Pacific. There is constant stimulus to thought about the meaning for here and now. Rich materials for the building of healthy ideals and attitudes are presented in this book.

Any good teacher might well consider it a privilege to open the eyes and minds of ten-year-olds to the lore of human society and its upward strivings as presented in Miss Kelty's latest book. Illustrations in black and white are numerous and apt, and the ones in color are especially alluring.

OTHER LANDS AND OTHER TIMES. By Mary G. Kelty.—Boston, New York, Chicago, Dallas, Atlanta, Columbus, San Francisco, Toronto, London: Ginn and Company.

Biology for Better Living

The majority of science texts appearing in recent years have, it is true, aimed rather successfully at relating their subject matter to everyday life. An exceptionally fine example of such a coupling of knowledge with its practical uses, is "Biology for Better Living." Its explanation of scientific method is particularly clear and convincing, as it traces the development of precise knowledge from the dark days of supposed magic to the age of controlled experimentation. Everywhere this text regards biology as something not merely to admire and wonder at but as a body of natural laws and principles that can be turned to man's account, as through the growth of more and better foods, the better understanding, feeding and care of one's own body, the protection and improvement of social health. Although written and illustrated in a way to fascinate high school pupils—and this reviewer as well,—the text is not frothy or ninety per cent motivation with ten per cent substance. Instead it seems pretty well blended. While there is no worship of detail for its own sake, the information given is sufficiently explicit to be honored with the title "science." It would be difficult to believe that any young person who has read through this volume would ever again be indifferent to the problems of battling man's animal and plant enemies or of utilizing all that can be learned about the living forces and entities that sustain him and are mysteriously akin to man himself.

BIOLOGY FOR BETTER LIVING. Ernest E. Bayles and R. Will Burnett.—New York, Chicago, San Francisco: Silver Burdett Company.